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NEW ZEALAND LIBRARIES

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PRINTING EXHIBITIONS.

THE five-hundredth anniversary of the invention of printing was celebrated throughout New Zealand during the week 24th to 30th November, 1940. The *modus operandi* appears generally to have been the setting up of a committee of printing craftsmen, librarians and others interested to foster an exhibition in the public library or in some similar building. In Wellington three exhibitions were held, the main one at the Central Library, to which not only printing craftsmen and representatives of allied trades contributed, but also the General Assembly Library and the Alexander Turnbull Library, the former supplying a most interesting collection of early newspapers, and the latter examples of fine printing, ancient and modern, including an item of incunabula. Three broadcasts were delivered in connection with the exhibition and a satisfactory press was accorded the displays. Offset and litho-printing, paper-making, type-founding, letterhead engraving, cellophane printing and numerous other processes were illustrated in an exhibition which attracted a very great deal of attention. The second press used in New Zealand by William Colenso, the first master printer to operate here, was on display and in operation throughout the exhibition. Separate exhibitions were also held in the General Assembly and the Alexander Turnbull Library.

The Auckland exhibit was drawn largely from bibliographical and literary treasures in the Sir George Grey and Henry Shaw Collections, both of which are particularly rich in incunabula and the work of later printers in the 16th and 17th centuries. A number of outstanding literary treasures such as the Shakespeare folios and many other first editions of great names in English literature were also featured.

In Christchurch the exhibition included a series of books illustrating the progression of book printing from the 15th century to the present day; two incunabula; sections showing old and modern New Zealand books and papers; one of the presses of William Colenso; an illustration of lithograph processes showing the printing sequences in a 12-colour cigarette carton, and a 4-colour calendar; displays of ink pigments, paper pulp, composing room equipment, type in the case and type locked ready for printing, and the process of binding from the flat sheet to the finished book; as well as other exhibits no less important, but too numerous to mention.

At Dunedin a broadcast talk was arranged between Mr. John Harris, Librarian of the Otago University, and Miss Dorothy Neal, of the Public Library, and displays were arranged in both the Hocken and University Libraries.

Among other displays arranged were those at Feilding, Timaru and Invercargill.

At most of the exhibitions a copy of "The History of Printing in New Zealand," the splendid work put out by the Wellington Club of Printing house craftsmen to mark the quincentennial, was on display.

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BRANCH NOTES.

THOUGHTS ON THE HISTORY OF THE PRINTING AND PUBLISHING OF BOOKS IN NEW ZEALAND.

By Mr. A. W. Reed.

An address delivered at a meeting of the Wellington Branch of the New Zealand Library Association, October 29th, 1940

A few years ago the well-known London publisher, Mr. Geoffrey Faber, when addressing a meeting of the Oxford University English Club on the subject "Are Publishers any Use"? said, "The prospect of addressing the Oxford University English Club has not been purely pleasurable." That is my experience in addressing you to-night. It is not purely pleasurable for two reasons: firstly, because I have discovered my ignorance on the subject —"The History of Publishing in New Zealand," and secondly, because I am surrounded by the evidences, animate and inanimate, of scholarship and erudition—a prospect which would discourage the most courageous of laymen. I hope you may bear with me in what I have to say, for I do feel privileged to be able to give you a few thoughts on the history of publishing in New Zealand in spite of the ignorance I have pleaded.

I should like to say first that I think that the subject as it has been given to me, "The History of Publishing in New Zealand," needs analysis and modification to a certain extent. Let us take the words of the title in order—"The History." I am afraid that you will have have to agree with me, when I have finished, that I have given only my own scattered thoughts on the subject. "The History of *Publishing*"—You are all librarians of great or less degree, I wonder what you mean when you say publishing? What do you mean by a publisher? If I were to ask "the man in the street," he would immediately say that a publisher was the man who printed a book. You know better; but what do you know of what a publisher really is? In the address that I quoted just now, Mr. Faber said this: "In the first place we publishers are middlemen. We don't—except by accident—write the books we publish. We are *entrepreneurs*. We are not manufacturers. We don't—except by an accident which is probably also a mistake—actually print or bind the books we publish. Nor do we make the paper on which they are printed. What then do we do? The French and the Italians call us *editeurs*. They do not mean what the English mean by that word. They use it in its original Latin sense of putters forth. And that was all that a publisher was, in ancient days, somebody who put a book into circulation by having copies made of it and selling those copies direct to members of the public. The English name adds something more to that primitive conception of our duties. We are publishers, i.e., we make public something that must otherwise remain private and inaccessible."

A few years ago I had a visit from a reporter who wished to write an article on publishing in New Zealand, and I tried to make plain to him that a publisher was not necessarily just the printer of a book, that he might not even be a printer at all, but someone who aimed at "publishing"; and the reporter summed it up as "the man who turns manuscripts into books." This is an apt though inadequate definition.

In New Zealand there are several kinds of publishers. There is firstly the printer-publisher, the man who is first and foremost a printer and secondly, and almost by accident, a publisher. Then there is the author-publisher of whom perhaps the less said the better. There is the bookseller-publisher; and finally there is the publisher *qua* publisher. You will understand, therefore, that there is a problem in defining the position of publishing in New Zealand, and that we shall have to consider each of these different types of publishers: author-publishers, printer-publishers, bookseller-publishers and publishers as publishers.

The title of this talk should include the words "of books." I am to talk to you not about the publishing of newspapers, but about the publishing of books. But to you, who are librarians, I must leave the definition of "book."

Finally let us consider the words "in New Zealand": not books about New Zealand, not books by New Zealanders, or for New Zea-

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landers, but primarily books which have been *published* (which almost implies *printed*) in New Zealand.

As a result of this preamble, may we then amend our title to "Thoughts on the History of the Printing and Publishing of Books in New Zealand."

There will be startling gaps because we shall not consider books about New Zealand which have been published in England and elsewhere. Nevertheless the books which have been published in this country are typical of the growth of New Zealand in time and thought and mind. As the country's social and cultural development has been enriched, it has been done very largely through the medium of books—at least books have accurately reflected this progress and history.

The following is a rough and ready classification of types of books produced in this country:

(1) Missionary books. These books were issued in the earliest days by the missionary presses, notably the Church Mission Society one, and mainly comprised books for the Maori.

(2) Politics. Politics is somewhat to the fore in the mind of the New Zealander to-day, and in early days it was of great moment to the early settlers. The political situation often merged round the Maori question and was responsible for a torrent of printed works.

(3) The Scene of New Zealand. There have been almost too many books published on the New Zealand scene, but they have been valuable in preserving something of the background and local colour.

(4) Pamphlets.

(5) Publications of the Government. The publications issued by the Government Printer, some in book and some in pamphlet form, are of interest to many sections of the community.

(6) Verse. There have been books of verse of all kinds. You will notice that I classify it as verse rather than poetry.

(7) Novels.

(8) Lectures. More of a previous age than of to-day. Lectures at one time were very frequently issued and published.

(9) History. We have seen in recent years the growth of the historical book in New Zealand.

(10) Legal.

(11) Practical Handbooks.

(12) Scientific publications.

(13) Directories.

There are other classifications, but I think this covers the main volume of New Zealand book publications.

Now let us take specific instances at random, as they show sidelights on the history. This is the only way in which one can discuss the progress of publishing in this country, as bibliographies are at present compiled from the point of view of books and not publishers. As we are limited to New Zealand publications, we shall have to pass by Tasman's Journals, Hawkesworth, Cook, Forster, Crozet, Vancouver and D'Urville amongst the volumes of voyagers; Savage, Nicholas, Earle, Polack, Wakefield and Rutherford, amongst the observers and narrators of the New Zealand scene; Lee and Kendall amongst grammarians. The works of all these men were published prior to 1840.

In 1830 William Yate came to New Zealand, bringing with him the little printer's devil, James Smith. The first press was set up in the Bay of Islands, and the first printing to be executed in New Zealand was a pamphlet of eight pages, the third part of a Maori Cathechism, the earlier parts having been printed in Australia. As it was sewn, I think it can be recorded as a book. It was very badly printed, and after one or two sporadic attempts to do something further with the press, William Yate was compelled to send it back to Australia.

For five years after this no further books were issued in New Zealand until 1835 when the first qualified printer, William Colenso, came to New Zealand. I need not treat at any length of what he did. I suppose most of you know how his press had been selected for him and put together by the Secretaries of the Church Missionary Society, and that he had no choice about what he should bring. Vital articles of equipment such as string and rope had been omitted. The Secretary said very ingenuously that New Zealand was a place where greenstone and flax abounded, so that there would be no need for printer's stone nor for string. William Colenso arrived in New Zealand on the last day of 1834. On the 17th February, 1835, having overcome some of the earliest difficulties of putting his press in action, he printed and bound 2,000 copies of the first book worthy of the name, printed and published in this country.

To be Continued.

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GENERAL NEWS.

Conference, 1941.

A circular has been sent out dealing with Conference, 1941. It is hoped that arrangements will be made as early as possible in order to avoid disappointments with regard to accommodation, etc. Delegates travelling by any trains except the night "Limited" express trains operating between Auckland and Wellington, or the rail-cars running between New Plymouth and Wellington may obtain a concession equivalent to 20% reduction on the ordinary first class return fare, if they obtain beforehand a certificate signed by the Hon. Secretary.

Conference: Hotels.

A list of Dunedin hotels with tariffs was published in NEW ZEALAND LIBRARIES for November. Others are as below.

~~Licensed~~: Leviathan, 11/6 per diem; Club House, 8/6 per diem; Ballymena, 8/6 per diem.

~~Private~~: Oban, 10/- per diem; Carlton, 16/- per diem; Broadway, 12/- per diem.

Remits, etc.

Friday, 10th January, 1941, is the last day on which notices of motion for discussion at the annual meeting will be accepted. Remits for discussion by Conference must be in the hands of the Secretary by the 7th January, and it should be noted that these must be accompanied by a copy of the resolution of the Branch; Section or Committee forwarding them. If sent forward simply by a group of members they must be signed by at least five members. Nominations of persons to be elected to any office of the Association must be in writing and should be posted or handed to the Secretary before the Annual Meeting opens, together with the *consent in writing* of the person nominated.

Scientific Libraries.

Copies of the "Proposals for a Dominion Scheme of Libraries of Science and Technology," by J. Allan Thomson [1919] have been presented to the Association and are now available from the library.

Alexander Turnbull Library.

The annual report of the Alexander Turnbull Library for the year ending 31st March, 1940, shows approximately a 20% per cent. increase in visitors to the library. A splendid list of donations is recorded, and the inauguration of the Friends of the Turnbull Library in May, 1939, is referred to.

The fifth bibliographical list of the library shows notes on two important early historical and geographical series of which the library possesses copies. The first is "The Decades of Asia," in fourteen volumes, and the second "The Grands et Petits Voyages of De Bry."

Australia.

The Library Association of Victoria has sent us the October issue of its quarterly library journal which contains the annual report of the Library Association of Victoria.

Wanganui.

The Wanganui Public Library received a compliment from the chief inspector of schools in the Wanganui District, Mr. B. N. Y. Blake, shortly after the first year of the free library service for school children had been completed. Mr. Blake said that he could see the good effect of the year's free lending on the children in his district. Councillor J. J. Scott remarked that the chief inspector's appreciation of the effect of the free library would hearten the committee to go on with the principle of a free library service.

THE LIBRARY AND THE CLASS-ROOM CONFLICT OR CO-OPERATION?

By Miss E. F. Turner, Palmerston North Girls' High.

Consideration of such a question inevitably leads to consideration of what the class-room is trying to do. It is surely universally believed now that its purpose is wider than the mere inculcation of a basic minimum of facts and skills and that the teacher's business is more than cracking a whip. From a preoccupation with things the teacher has presumably become more absorbed in individuals. Thus, first, he will try to arouse, stimulate and direct that spirit of inquiry which will make the acquisition of the skills that others use, a natural process. Any workable means to satisfy this spirit may be used and so schools are equipped with labora-

tories and work-rooms; individual or group-work is possible; and a library will provide means of satisfying the wide variety of desires represented by even a small group of individuals.

The class-room to-day keeps social aims in clearer view so that Geography is not now a catalogue of the rivers of Europe nor History a list of the battles of the Peninsular War. The emphasis is on society and this implies more than imparting a mastery of such fundamental processes as reading and writing; it involves also aesthetic appreciation and preparation for wise use of leisure.

As it is obviously impossible to depend only on individual experience as a basis on which to build, the textbook may be used to supply some of the accumulated experience of the past. The film and the radio open a wider field, but books are still a greater means of enlarging experience, though books without the organisation which unites them into a usable library, are as impotent as faith without works. It is urgently necessary to-day to provide some means by which pupils may form a standard of measurement of truth, for a thousand voices scream different versions or insidiously whisper biased opinion. Children taught in class-rooms insulated from contact with the real world rarely have a chance to develop the ability to read the mind behind the words that appear on the printed page or come to them over the air. They are pushed out into the jungle with little or no guide to its almost trackless depths. It is the business of the school to attempt to train its pupils against their environment and to this end the class-room may easily employ the resources of the library, for there opinion may be weighed against opinion and a balance reached.

If, then, the focus of the teacher's efforts is not the group but the individual and the business of the librarian is to provide for individual needs, as soon strip the bark from the tree and expect it to live as admit the possibility of conflict between class-room and library. However, old ideas which regard the library as one place and the class-room as another die hard, though encouraging tendencies forecast the complete recognition of the new—the element of pleasure in learning finds a place; the old encrusted barriers between subjects show signs of crumbling. Here the library can do good work in assisting this disintegration.

Since conflict between class-room and library is not to be thought of, for both work to the same end, the problem becomes one of the means to gain that end. How best is the library reservoir to be linked to the units that can use its resources? The newer methods of instruction can supply the answer.

The old system of group instruction with question and answer and drill work made no provision for pupils to work together. Help was given only by the teacher and not by class-mates. Now group instruction may include the testing of groups of pupils working together on some scheme or project. A body of facts worth investigation may have to do with a special subject, e.g., History, and it may be the intelligent outcome of the use of the class textbook or it may be of such a nature that it involves several subjects and covers a wide field. A local survey may well be broad enough to provide enough work for a considerable time in English, History, Geography, Mathematics, Economics, etc. Groups of pupils engaged in project work find the school library their first resort, then if that fails to provide enough material, the resourceful will turn to other aids. Finally the groups engaged on the work report to the class on the results of their exploration. It is possible in such a scheme so to apportion the work to be done that allowance may be made for individual abilities, interests and rates of work and thus to cover a wider field than possible in mere class-room teaching from a textbook. An important part of the project work is the use made of discussion, drill and tests after the material has been collected, and it is necessary to see that each receives as much benefit as possible from the pooled results. In this type of work co-operation between library and class-room is shown at its best.

Importance may also be given to individual exploration and research. Where there is a school library that is more than a collection of dusty rejects, the explorer can find a happy hunting-ground and, if elaborate project work is not possible, the individual teacher with a knowledge of the library shelves, has ample opportunity to stimulate an appetite which the librarian can do much to satisfy. Thus the aims of both teacher and librarian are nearer achievement.

Practical skills taught in a class-room may find a use in the school library, for the typist, the printer, the bookbinder, the repairer are essential members of the library organisation. Fields of interest touched upon in the class-

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room may be greatly enlarged, and in its social aspect the library wisely used may be the means of arousing the interest of those who do not easily fit into a class-room scheme.

To the teacher himself co-operation with the library is a valuable aid in class teaching, for no longer can he afford to know only the narrow pages of the class books. Inevitably thus his work dies; he must be able to turn confidently to the library to provide him with reference material and any additional matter he can reasonably need. More than books should come within the view of the school library, for pamphlets, magazines, picture collections should be available and a careful index of suitable magazine articles is most useful.

The widening of the horizon of the class-room has entailed throwing open to the individual the service given by the library. It is to the advantage of both that their resources should be used to the full and thus the aims of both achieved.

CO-OPERATION WITH THE PUBLIC LIBRARY.

By J. W. Russell, M.A., Librarian, Nelson College.

It is well to be frank and admit that co-operation between the High School and the Public Library in New Zealand simply does not exist as a definite part of educational policy. Our schools have a tendency to live unto themselves: within their cloistered precincts they frequently appear to hedge their activities around with traditional pedagogical procedure to the neglect of external resources. But while it is scarcely within the scope of this article to emphasise the proper place of the library in a school, I would stress that the modern trend of education with its emphasis on personality and with its greater integration of instructional programmes demands more extensive and highly organised library facilities. To what extent can our schools meet these requirements? Most secondary schools in New Zealand have already the nucleus of a library; some have built up a good fiction collection, while others are fortunate enough to show a few thousand volumes of general and reference literature, but in no case can they be said to possess the minimum requirement for a sound modern education in a school with diverse courses of study. Hence it is not so much a plea for co-operation with the greater libraries outside the school that I advance, but rather the urgency of the demand.

Our public libraries have much to commend themselves: staffed generally by well-trained, highly-educated librarians who are fully alive to the varying needs and interests of the community, and who are sympathetic and understanding in their service, they provide a fair store of knowledge in classified volumes, filed periodicals and indexed sets of pictures, articles and clippings. Now such a library should be in reality the complement of the school library; its resources added to those of the school provide a wealth of material to enrich school curricula and to give scope for that wider reading which develops the necessary background of knowledge, general and cultural, without which no teaching can be more than instruction.

The problem then is how best the school can co-operate with such a library. Any official scheme must be simple, workable and elastic, and would operate quite apart from any individual use by scholars and staff. The following schemes are suggested, each as a basis for co-operation.

A.—The official appointment of a liaison officer from the school staff. Preferably he would be the school librarian understanding library practice and thoroughly conversant with the entire curriculum of his school, the interests and idiosyncrasies of the staff and the deficiencies of the school library. To him would be given official status in the public library: as an attache in the larger centres, or in the case of smaller towns as a member of any controlling committee. He would make it his business to have a thorough knowledge of all the resources of the library. Upon him would devolve the duty of drawing upon them, under any specified safeguarding conditions, for all books or material required from time to time by the school. Such loans would take the form of:—

(1) Specific requests by staff and pupils for particular books or to supplement material available in the school library.

(2) Selected books and other material which in the opinion of the librarian should be acquired for a week or so to augment his

perhaps scanty material. Anticipating the school programme, he might arrange for sufficient books, etc., to provide for: a pictorial history display, a survey of modern English poetry, illustrated craftwork or the presentation of a country and its peoples. And by thus varying displays and increasing the range of books for selection he would undoubtedly quicken interest in his library.

Of course there are two factors governing this scheme: the public library must be in a position and agreeable to extend such a large measure of assistance, the school would have to play its part in facilitating this additional work for its librarian.

B.—"Quotas" of books, periodicals, pictures, etc., would be loaned to schools regularly under an extension of the present inter-library loan scheme. These could be made up from lists or subject headings prepared by the school and might be arranged as successive weekly loans. It would be necessary to exercise a close perusal of the material selected to ensure the success of the project.

Probably this scheme is well suited to the branch of good fiction. Many a man owes his literary taste to the fact that while still at school he was guided progressively from one book to a better one; and it is probable that we could give more attention to this aspect by offering an adequate supply of the sound authors not possessed or supplying missing titles prescribed by the English teachers.

C.—Where the former schemes are not quite suitable: either the public library is not yet strong enough, or there are several schools to be considered by the one public institution, the individual membership or ordinary subscriber method could be expanded to embrace the schools. In this case pupils would be given by their own librarian an endorsed membership card bearing details—author, title and call number—of the desired book or books, and the pupils would present their cards at the public library to secure the books.

This scheme necessitates a good working knowledge of the stock holding of the latter institution, or better still the school might possess a simplified card catalogue of at least certain portions of that stock.

Coming now to general methods whereby all schools could co-operate more freely with the external libraries, I would recommend:

(1) The top form or forms of every school should spend at least two afternoons a year in the public library. Guided by their librarian and the public staff, every pupil could then be thoroughly initiated into every detail of library usage: the catalogues, the arrangement of the books and the several departments and facilities of the library.

(2) The public library to arrange annually in the school an interesting exhibition, e.g., rare New Zealand books; binding and styles; special and valuable editions, etc. Schools should be one of the shop windows of a public library.

(3) In large centres, the main library might be equipped with a suitable room to which a school class could be brought for a special lesson based on material which is either too valuable or too bulky to remove from the building.

(4) The consideration of providing schools—perhaps at a small cost—with duplicates of their main catalogue cards.

The school in its turn may be able to offer some assistance to the public library. Its chief duty, I think, is to take definite steps in introducing all pupils leaving the school in a given year to the public library and making sure that they are well started on the road to full "membership." The school librarian might include on his bulletin board the current list of recent accessions to the public library, and such other topical items as would interest and attract the pupils. Perhaps the school staff might be prepared to give expert opinion upon certain proposed accessions or to prepare or criticise book lists. Then any surveys made by the school as to the interests and reading of its pupils should be passed on to the public library.

Complete co-operation between school and library is an ideal pregnant with great possibilities: to-day the school has much to gain; to-morrow the public library is assured of its readers.

NEW ZEALAND
LIBRARY ASSOCIATION

THE PROJECT AND THE LIBRARY.

By Miss K. E. Harvey, Wellington Public Libraries.

The old method of class teaching is gradually passing away, and the newer, more normal and natural method of individual teaching is taking its place, hence the project or assignment.

Students come to the school or public library seeking information. They are research workers looking for specialised material from the laboratory. The librarian then must be able to cope proportionately with the demands made upon her time and book stock. The teacher, if working in co-operation with the librarian, has foreseen that 40 or 50 students cannot each be supplied with for example a book on transportation, so a branch of the subject is given to each student or group of students. The librarian, too, should be warned that a sudden rush will be made after school upon this subject. Students should, of course, know how to find information. The ready reference material will be totally inadequate and therefore the students must know how to use the catalogue and find some information for themselves. Before this can be done an adequate catalogue must be available and the books and material arranged in some topical order. If a pupil is doubtful about where to find the material, the librarian should seize the opportunity to show and explain the use of the catalogue and the book arrangement. If school libraries were working as they should, this preliminary work would be done in the school library and so free the librarian in the public library to attend to young people who are not so fortunately placed as to be at a secondary school—those who have left school and are earning their own living. If a pupil knows how to use the catalogue this does not release the librarian from her duty, but often at a busy moment a student can be using the catalogue and helping himself in the preliminary stages. To-day with the quick turning of world affairs, it is often impossible to have an adequate book stock, and the librarian must be constantly on the alert to pick up new sources of information. The National Geographical Magazine with its index is always helpful, and a picture and pamphlet file are easily made. These latter need to be weeded out occasionally or the file overflows with superfluous and out of date material. Old magazines such as the *Weekly News*, the *Illustrated London News*, travel brochures, all help with the picture collection and cost very little to mount. Here student help can be of great assistance.

The library should provide for the students and teachers a well balanced collection of books fitted to the school use. Here the teacher's advice is necessary, but the librarian should act as a guide in the spending of book funds, and in keeping the collection balanced. The librarian should keep the organisation of the library going, but too much organisation and red tape is apt to keep the students away from the library itself. Textbooks themselves are insufficient and must be supplemented by new materials. In many libraries in New Zealand there are well stocked libraries, but either through lack of organisation or through the lack of personal service rendered by a trained sympathetic librarian the collection is unused, and the ultimate object of the library is lost sight of —that of bringing together the material or books and the readers.

The research attitude is advocated everywhere to-day, and the well organised, well-administered library provides the spot for exploration. This also encourages the student to further his studies and make use of the public library. Through the project the student makes use of his school library and later his public library, thus self education continues and never ends.

When students working on projects approach the school or public library, two situations confront the librarian: is it a personal project, or a group project? The personal project expands the student's own initiative, and group project provides the student with a social sense in helping the group to which he belongs.

The librarian is all important. A good collection of books unorganised is practically useless, and organisation plus a good collection is not of much use unless an interested trained librarian is available at all times during the school day to help in leading the students to the desired material, without being cold or indifferent, and on the other hand without taking the initiative from the student himself.

Knowledge of adolescent or child psychology is invaluable. All students differ in some measure and we have the shy student who does not want to show his ignorance by asking stupid

questions, the lazy student who needs awakening by some special interest, the student who is easily discouraged, and the slow-moving student who must be led to develop his own initiative.

The personal influence of the librarian can work wonders. A librarian who knows her job can (1) make the best use of the book collection available, (2) gain the confidence and co-operation of students and teachers, and (3) in many cases by her example and work enlist the sympathy of those responsible for helping the financial side of the library.

When the librarian does her part in this way to help teachers and students, the library becomes the laboratory of the school around which all educational activity centres.

SCHOOLS SECTION.

THE PICTURE FILE.

By Miss G. Kerry, A.L.A., Wellington Public Libraries.

The value of pictorial material in school work must be undisputed. Almost all Public Library assistants can give instances of the many requests they have fulfilled for teachers and school children—pictures of this or that country, the costume of a certain period for a play, some figure of note, art reproductions. It seems then that a valuable service could be developed in the school library itself, where suitable material for school work could be gathered together at a moment's notice. A collection of pictures can very quickly grow to useful proportions, and can be one of the most fascinating side-lines of the library's work. Also it can be maintained at a very small cost.

Sources. The chief source for this material is in discarded magazines. Before being finally rejected they can be quickly scanned for clear and well-produced pictures on any subjects likely to be useful. Travel pictures of course suggest themselves first: they will probably form the largest and most frequently used group in the collection. Supplementary to these are examples of the customs and costumes of other countries. *The National Geographic* magazine is a good field for this type of illustration, so is the English publication, the *Geographical Magazine, Walkabout* (Australian Travel Association) and some of the publications of the shipping lines, such as *Seven Seas* (suspended now owing to paper shortage, but back numbers are valuable for pictures), *Lloyd Mail, B.P.*, and *Trident* (mostly pictures of well known ships). The various companies might be willing to present some of these on application. When these different papers are no longer in a condition to be useful as magazines, many of the illustrations may be rescued and preserved in the file for quite a long period of usefulness. The well-known *Pictorial Education* will be found even more valuable in the more flexible form of a picture file than in its original state. (See an article on this in NEW ZEALAND LIBRARIES, Vol. 1, No. 10.) There is a great deal of material to be had free—advertising matter can often be useful, especially for portraits, and a wonderful variety of travel brochures may be had from the local tourist bureau. A very good New Zealand section can be built up from these—and also from old copies of the *Free Lance* and *Auckland Weekly News*, which it should not be difficult to have brought from home by some of the children—and it was profitable before the war to write to tourist agencies in other countries.

Other good magazines for cutting are the *Sphere* and *Illustrated London News*, from which can be built up collections on current events, naval and military questions, aeronautics, plants and animals, art and portraits. Any of the magazines taken by the school library can be examined similarly. Discarded library books themselves are quite a fertile field, so also are postcards which the children can easily be persuaded to collect. For engineering and technical subjects, the trade catalogues of various firms can be written for. No material with pictures in it should be overlooked—even the ubiquitous *Picture Post* can provide excellent illustrations on topical questions, and one teacher finds that a collection of advertisements, both coloured and black and white, inspires unusual results from his art class.

The librarian should choose the material critically, however, and keep only the best pictures. The file will grow quickly enough and can easily become unmanageable if allowed to be cluttered up with what soon turns out to be rubbish. For instance, all pictures printed

on newspaper are practically worthless for this purpose.

Arrangement. It is necessary to keep the loose pictures in some kind of order from the start. Thus as the collection grows it will never get out of hand and individual illustrations can easily be found when they are wanted at any stage in the development of the file. A simple way is to classify them into broad groups and place each group of related material in a folder made of manilla or tough brown paper, with the subject written on the outside. If the folder is arranged with one edge projecting one half-inch above the other, the heading can be printed clearly on this and all the folders arranged vertically in a box or drawer, alphabetically by subject. And there is the file, a workable tool from the very beginning.

Mounting. With the present paper shortage it may be necessary to be content for a time with this method of housing the collection. It is not ideal, however. The pictures will quickly become tattered with repeated handling and can be preserved longer by mounting them in some way. The same material as used for the folders can be cut into sheets—11¼ inches by 9¼ inches is the usual size—and the picture attached by a dab of paste at each corner, so that any specially useful picture can be removed and remounted if the mount becomes shabby. It is usual to allow one picture to a mount, but it is often convenient to group several related ones.

Headings. Headings may now be printed on the mount at the head of the picture, and experience has proved that the top left hand corner is the most convenient place. The headings will suggest themselves as the pictures accumulate, but it is advisable to keep them simple and as specific as possible. If broad general terms are used at first they will, as the collection grows, soon require alteration, or at the least subdivision, which does not make for easy reference. It is wise to keep a list of these headings, adding to them as time goes on, for reference and for consistency. An important point, especially with travel pictures, is to date them. The mounted pictures should still be filed vertically and alphabetically by subject. This method is the quickest, very easy to use, and no separate index to the pictures is required.

There is the question of what paste to use. Commercial brands are not always advisable, as they are likely to contain chemicals which may injure the pictures, particularly if there should be any photographic prints among the collection. Here is a simple recipe for a cheap and harmless paste.

One pound of flour mixed with enough water to make a thick paste. Beat smooth. Add hot water, in which one half teaspoonful of alum has been dissolved, until it is a little thicker than milk. Bring to the boil, stirring constantly.

Minor points, such as straight edges to the pictures, a small margin left surrounding each one, neat lettering, can, no doubt, be left to the careful eye of the librarian. The placing of the picture on the mount, however, might be mentioned as there is a universally accepted principle regarding this in art and in photography. The bottom margin is always the widest, no matter what the shape of the picture. The top margin, for square pictures, will be the same width as the side margins, for vertical oblong pictures it will be wider than the side margins, and for horizontal oblong pictures it will be narrower than the side margins.

CONFERENCE, 1941.

An alteration has been made to the Conference Programme as sent out with the circular. The session entitled "Indexing of New Zealand Journals" and "A Union Catalogue for New Zealand" have been abandoned: the "Try at the Library Session" has been transferred to Wednesday, February 19th, at 11.15 a.m., and a special session is being arranged on Thursday, February 20th, at 2 p.m., to visit the various special libraries of Dunedin, which exhibit a high degree of co-ordination.

PALMERSTON NORTH CITY COUNCIL.

MUNICIPAL LIBRARY.

Applications are invited for the position of Senior assistant (female). Candidates must have public library experience and a practical knowledge of cataloguing and classification. Applications, stating age, qualifications, experience and salary required, together with not more than three recent testimonials, must be delivered to the undersigned not later than Tuesday, 14th January, 1941.

J. R. HARDIE, Town Clerk.

BOOK LIST—December, 1940.

No annotations are given where titles are sufficiently self-explanatory, or for lighter fiction by well-known authors. All prices shown are published prices.

PHILOSOPHY:

Cadoux, C. J.—Christian pacifism re-examined. Blackwell. 12/6 1940 172.4
States the pacifist arguments in relation to the present war.

Jung, C. G.—The integration of the personality. Heffer. 15/- 1940 137
Detailed account of his theories of personality, by one of the most distinguished of the psychoanalysts.

Lewis, John.—The case against pacifism. Allen and Unwin. 5/- 1940 172.4
Examines the arguments of Huxley, Joad, Russell and other prominent pacifists.

Wager, C. E.—Secrets of the mind. Watts. 5/- 1940 131.34
Outline of psychoanalysis for the general reader.

RELIGION:

Hadham, John.—God in a world at war. Penguin books (Special). 6d. 1940 231
Discusses the difficulties of believing in a good God at times like the present.

SOCIOLOGY:

Doob, L. W.—The plans of men. Yale university press. $3 1940 301
Discussion of the planned society and its effects on human values.

Huberman, Leod. We, the people. Gollancz. 7/6 1940 330.973
Social and economic history of the United States.

Jackson, T. A.—Trials of British freedom. Lawrence & Wishart. 6/- 1940 323.44
Account of the classic cases of trials for blasphemy and sedition, including Paine, Bradlaugh, etc.

Portway, D.—Military science today. Oxford university press. 4/6 1940 355
Survey of the scientific aspects of warfare, from explosives to petrol substitutes.

Strachey, J.—Federation or socialism? Gollancz. 7/6 1940 321.04
Examines the arguments for federal union from the Socialist viewpoint.

Woolf, Leonard.—The war for peace. Hogarth. 7/6 1940 341
Reconsiders the validity of the League of Nations ideal in the light of recent events.

Wells, H. G.—Commonsense of war and peace. Penguin books. 6d. 1940 327
Plans for reconstruction after the war.

LANGUAGE:

Partridge, Eric.—Dictionary of clichés. Routledge. 7/6 1940 423.1
Dictionary of hack phrases, with derivations.

NATURAL SCIENCE:

Taylor, F. Sherwood.—The conquest of bacteria. Secker & Warburg. 6/- 1940 589.95
The new science of chemotherapy, i.e., the use of drugs to combat bacteria.

APPLIED SCIENCE:

Allan, W. J. D.—Air navigation. Pitman. 3/6 1940 629.13

Brown, F. G.—Mathematics for airmen. Angus & Robertson. 12/6 1940 629.132
An introduction to air navigation and air work in general.

Camm, F. J., ed.—Dictionary of metals and their alloys. Newnes 5/- 1940 669
Includes practical workshop directions for polishing, rust-proofing, heat treatment, etc.

Hoyland, A.—Machine milking; bane or boon? Nicholls. 2/- 1940 637.125

Miller, E., ed.—The neuroses in war. Macmillan. 10/6 1940 616.8
Detailed clinical study of "shell-shock" and similar cases.

Morrell, W. P.—The gold rushes. A. & C. Black. 18/- 1940 622
Scholarly history of the gold rushes in California, Africa, Australia, New Zealand, etc.

Robb, Douglas.—Medicine and health in New Zealand. Whitcombe & Tombs. 8/- (N.Z.) 1940 614
Comments by a leading Auckland surgeon.

FINE ARTS:

Chapman, F. S.—Helvellyn to Himalaya. Chatto & Windus. 18/- 1940 796.52
A celebrated mountaineer recounts some of his feats.

Eyewitness account of the events preceding the defeat of France.

LITERATURE:

Kellett, E. E.—Ex libris. Allen & Unwin. 8/6 1940 820
Chatty comments on books and authors.

TRAVEL:

Courtney, Roger.—A greenhorn in Africa. H. Jenkins. 10/6 1940 916
Reminiscences of a hunter and explorer.

MacDonald, N.—The orchid hunters. Hale. 12/6 1940 918.6
Adventures of two young Americans in search of orchids in Colombia and Venezuela.

Woon, Basil.—Eyes west. Davies. 10/6 1940 917.3
Adventures of a penniless hobo in the United States.

XUM

BIOGRAPHY:

Boustead, Guy.—The lone monarch. Lane. 15/- 1940
Sympathetic study of George III.

Lunn, Arnold.—Come what may. Eyre and Spottiswoode. 12/6 1940
Argumentative autobiography, forcefully expressing the author's opinions on a variety of topics.

Neish, Lady R.—A Scottish husband. R. Hale. 10/6 1940
Charming reminiscences.

Singh, Anup.—Nehru: the rising star of India. Allen & Unwin. 5/- 1940
Eulogistic biography of Gandhi's most likely successor in India.

Vulliamy, C. E.—Calico pie. M. Joseph. 10/6 1940
Entertaining autobiography.

HISTORY:

Crowther, G.—Ways and means of war.—Oxford university press. 2/6 1940 940.53
Discusses the economic aspects of the present war.

Dorling, H. T. (Taffrail, pseud.).—The navy in action. Hodder & Stoughton. 5/- 1940 940.53
Popular account of the war at sea.

Dukes, Sir Paul.—An epic of the Gestapo. Cassell. 10/6 1940 943.085
Experiences of a secret agent in Germany commissioned to trace a missing Czech industrialist.

Hattersley, Alan F.—Portrait of a colony; the story of Natal. Cambridge university press. 8/6 1940 968.4

Keith, A. Berriedale.—The causes of the war. Nelson 12/6 1940 940.53
Detailed study by a distinguished scholar.

Leacock, Stephen.—Our British empire. Lane. 7/6 1940 942
Readable outline of Imperial history with suggestions for the future.

Shelvankar, K. S.—The problem of India. Penguin books. 6d. 1940 954
Comprehensive outline of the Indian question, by an Indian nationalist.

Werth, Alexander.—The last days of Paris. H. Hamilton. 8/6 1940 940.53

FICTION:

Calder-Marshall, A.—The way to Santiago. Cape. 7/6
Story of murder and international intrigue in Mexico during the second European war.

Charques, Dorothy.—Time's harvest. H. Hamilton. 9/-
Historical novel dealing with the social unrests of early nineteenth century England.

Faulkner, W.—The hamlet. Chatto & Windus 8/6
Characteristic novel of the Southern States of America.

Gibbs, Philip.—Sons of the others. Hutchinson. 8/6
A novel of this war, the characters being sons of soldiers in the last war.

Graves, Robert.—Sergeant Lamb of the Ninth. Methuen. 8/6
Adventures of an Irish soldier who fought for England in the American war of independence. Based on a genuine 18th century autobiography.

Holdridge, D.—Death of a common man. Hale. 7/6
Simply written story of an Indian's experience of civilisation.

Mackenzie, Compton.—West to North. Chatto & Windus. 9/6
Written round social and political events in Europe since 1920.

Masefield, John.—Basilissa. Heinemann. 8/-
The story of Theodora, the Roman dancing girl who became Empress.

Rawlings, Marjorie K.—When the whippoorwill. Heinemann 8/3
Short stories of Florida by the author of "The yearling."

Smith, Naomi Royde.—Jane Fairfax. Macmillan 8/6
Rewrites the story of Jane Austen's "Emma" so as to throw emphasis on a minor character.

Young, F. Brett.—Mr. Lucton's freedom. Heinemann. 9/6
A business man's attempt to escape from respectability.

Wodehouse, P. G.—Quick service. H. Jenkins 8/3

All questions relating to the *Activities of the Association* should be addressed to JOSEPH NORRIE, HON. SECRETARY, NEW ZEALAND LIBRARY ASSOCIATION, P.O. Box 1529, WELLINGTON, C.1.; while questions with regard to the *Bulletin* should be addressed to STUART PERRY, HON. EDITOR, "NEW ZEALAND LIBRARIES," P.O. BOX 1529, WELLINGTON, C.1.

It is asked that in remitting money to the Association, *exchange* should be added to *cheques*, and that cheques and postal orders should be made payable to the SECRETARY, NEW ZEALAND LIBRARY ASSOCIATION, *and not to any individual by name.*

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